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Approved by the State Board of Education on May 8, 2020

Page 1 of 3

Components: *[Enter Components]*

# Standards Map Template–2021 Arts Education Adoption Grade Two Music

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 2.MU:Cr1a | Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. |  |  |  |  |
| 2.MU:Cr1b | Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). |  |  |  |  |
| 2.MU:Cr2a | Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. |  |  |  |  |
| 2.MU:Cr2b | Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. |  |  |  |  |
| 2.MU:Cr3.1 | Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas. |  |  |  |  |
| 2.MU:Cr3.2 | Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 2.MU:Pr4.1 | Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. |  |  |  |  |
| 2.MU:Pr4.2a | Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. |  |  |  |  |
| 2.MU:Pr4.2b | When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. |  |  |  |  |
| 2.MU:Pr4.3 | Demonstrate understanding of expressive qualities (such as voice quality, dynamics, and tempo) and how creators use them to convey expressive intent. |  |  |  |  |
| 2.MU:Pr5a | Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. |  |  |  |  |
| 2.MU:Pr5b | Apply rehearsal strategies to address identified interpretive, performance, and technical challenges of music. |  |  |  |  |
| 2.MU:Pr6a | Perform music for a specific purpose with expression. |  |  |  |  |
| 2.MU:Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the purpose. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 2.MU:Re7.1 | Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. |  |  |  |  |
| 2.MU:Re7.2 | Describe how specific music concepts are used to support a specific purpose in music. |  |  |  |  |
| 2.MU:Re8 | Demonstrate knowledge of expressive qualities and how they support creators’ and performers’ expressive intent. |  |  |  |  |
| 2.MU:Re9 | Apply personal and expressive preferences in the evaluation of music for specific purposes. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 2.MU:Cn10 | Describe how personal interests and experiences connect to creating, performing, and responding to music. |  |  |  |  |
| 2.MU:Cn11 | Describe connections between music, society, and culture. |  |  |  |  |

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